

Perkins Core Performance Measures
Results and Targets
2002-2003



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PERKINS III
CORE PERFORMANCE STANDARDS AND MEASURES
VCCS INDICATORS

- For the 2002-03 cycle, the VCCS exceeded performance targets for 5 of the 7 broadly defined measures
 - Student attainment levels for academic and technical skills exceeded the targets.
 - Remarkable increases continued for numbers of students of the underrepresented gender enrolling in or completing programs identified as 'gender-dominant'.
 - Retention after job placement for recent graduates also exceeded expectations.
 - Graduation rates and total placement rates, combining employment and further study, did not reach targeted levels.
- Perkins performance measure definitions for the System were finalized with the Virginia and federal departments of education in Fall 2000 (see TABLE 1).
- Federally approved VCCS or System-level targets for the 2000-01 reporting cycle were established and reviewed through Spring 2001 (see TABLE 2). The latest VCCS performance targets, 2001-02 through 2003-04, were approved in Fall 2001 and are in Table 2.
- College performance data are for college and Workforce Development Services staff planning and evaluation activities (see Table 3). Only System-level data are compared to System-level targets in the annual report submitted to DOE.

TABLE 1

PERKINS III DEFINITIONS CORE PERFORMANCE STANDARDS AND MEASURES VCCS INDICATORS

Core Indicator 1: Student Attainment

1P1 Academic Skills

This measure is the percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course. Specifically, for a fall term all registrations for occupational-technical students in math, English, biology, chemistry, geology, physics, and natural science at the 100 level or higher are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of “C” or above is the numerator. Beginning with the 2002-03 data cycle (this report), all student registrations with the grade of “W” were added to the numerator.

1P2 Technical Skills

Percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for a fall term all registrations for occupational-technical students in occupational-technical courses (HEGIS codes greater than 5000) are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of “C” or above is the numerator. Beginning with the 2002-03 data cycle (this report), all student registrations with the grade of “W” were added to the numerator.

Core Indicator 2: Completion

2P2 Graduation Rate

A subset of the federal student right-to-know measure is used which is the number of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length (numerator) as a percentage of the occupational-technical cohort beginning the same fall semester (denominator).

Core Indicator 3: Placement and Persistence

3P1 Placement, Employment and Further Study

Virginia employment information is obtained for technical graduates within 6-12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine their employment status in Virginia in the 4th quarter of that calendar year. For the same graduates, State Council staff determines the number enrolled at a 4-year institution during the corresponding fall semester. The measure is the unduplicated count of those working or studying as a percentage of the total graduates.

3P2 Retention, Employment

Retention is defined as the percentage of those graduates found to be working, as defined in the placement measure, 3P1, who continue working for a period of at least one quarter. For example, graduates identified as working in 4th qtr. 1999 would be matched against UI employment information for 1st qtr. 2000.

Core Indicator 4: Equity: Program Enrollment and Completion

4P1 Representation, Enrollment

The enrollment measure is the combined minority gender enrollments for each program as a percentage of the total enrollment for all “under-represented” programs. “Under-represented” programs are those related to occupations with gender under-representation (less than 25% minority employment, U.S. Census Household Survey). The minority gender for 4P1 and 4P2 is defined according to national gender splits for the occupations, not the gender with the lowest enrollments or graduates in VCCS programs.

4P2 Representation, Graduates

Similarly for the same “under-represented” programs, the representation measure for graduates is defined as the combined number of minority gender graduates from each of these programs as a percentage of the total graduates for all “under-represented” programs.

Table 2

November 2001 Update

VIRGINIA-Postsecondary

Final Agreed Upon Performance Levels for 2000-01 and Years 3, 4 and 5

These are the final baselines and adjusted performance levels agreed upon by the State and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Column 1	Column 2	Column 3	Column 4	Column 4A	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach DOE Codes	Final Agreed Upon Baseline	Actual Levels	Agreed Upon Level 2000-01	Performance Levels for Years 3, 4, & 5		
				2000-01		7/1/01 - 6/30/02	7/1/02 - 6/30/03	7/1/03 - 6/30/04
1P1 Academic Attainment	<p>Numerator: Number of occupational-technical students enrolled in math, English, biology, chemistry, geology, physics, and/or natural sciences at the 100 level or higher who have a "C" or better in the academic course.</p> <p>Denominator: Number of occupational-technical students enrolled in math, English, biology, chemistry, geology, physics, and/or natural sciences at the 100 level or higher.</p>	2	69.65%	67.97%	70.08%	70.13%	70.18%	70.23%
1P2 Skill Proficiencies	<p>Numerator: Number of occupational-technical students enrolled in occupational-technical courses with HEGIS codes greater than 5000 who have a "C" or better in the occupational-technical course.</p> <p>Denominator: Number of occupational-technical students enrolled in occupational-technical courses with HEGIS codes greater than 5000.</p>	4	82.55%	81.26%	83.00%	83.05%	83.10%	83.15%

2P1 Completion	Numerator: Number who earn an award/degree within 150 percent of the program length. Denominator: Number of new freshmen entering occupational-technical programs as full-time students in a fall semester.	1	17.76%	17.53%	18.00%	18.05%	18.10%	18.15%
3P1 Placement	Numerator: Number of graduates identified as employed within 6-12 months following graduation plus the number of graduates identified as attending a 4-year institution in the term immediately following graduation. Denominator: Number of occupational-technical graduates.	3	73.69%	70.57%	74.69%	74.74%	74.79%	74.84%
3P2 Retention	Numerator: Number of graduates who successfully transitioned into employment, and who have continued employment for a period of at least one quarter. Denominator: Number of graduates who successfully transitioned into employment, as defined in 3P1.	3	89.63%	88.67%	89.63%	89.68%	89.73%	89.78%
4P1 Participation Non-Trad	Numerator: Number of students of the under-represented gender enrolled in non-traditional programs. Denominator: Number of students enrolled in non-traditional programs.	1	18.35%	20.76%	18.85%	18.90%	18.95%	19.00%
4P2 Completion Non-Trad	Numerator: Number of graduates of the under-represented gender who complete non-traditional programs. Denominator: Number of graduates who complete non-traditional programs.	1	22.14%	28.07%	22.50%	22.55%	22.60%	22.65%

Table 3

College Results

Perkins Performance Indicators: 2002-03 Data Cycle

The measures are based on Fall 2002 enrollments and grades (1P1, 1P2, and 4P1), 2001-02 graduates (3P1, 3P2, 4P2), and a fall 2000 (mid-term) entering cohort (2P1). College-level data by measure for the Perkins-defined special populations are available, but not presented.

Denominators and numerators are defined in Table 2. All tabled values are percentages.

	1P1	1P2	2P1	3P1	3P2	4P1	4P2
BRCC	82.2	91.5	26.5	83.1	76.7	10.3	20.2
CVCC	84.0	90.6	25.0	75.7	91.4	17.0	19.1
DSLCC	79.9	89.7	22.7	73.2	91.3	13.3	11.1
DCC	78.9	91.7	26.6	73.1	86.8	11.3	10.6
ESCC	83.1	92.9	9.1	76.0	85.7	13.7	14.0
GCC	89.7	91.1	19.2	76.8	93.5	21.7	18.1
JSRCC	78.7	85.8	8.7	78.8	94.0	19.6	24.3
JTCC	90.3	93.3	13.0	78.4	93.6	15.0	41.2
LFCC	82.2	90.0	22.2	80.4	91.5	11.6	28.1
MECC	78.7	90.1	19.9	53.0	80.7	13.6	15.5
NRCC	80.9	92.1	32.4	69.3	90.5	11.6	10.8
NVCC	81.2	88.2	9.6	62.9	91.1	28.7	32.0
PHCC	84.8	92.9	22.4	70.0	94.7	33.2	35.9
PDCCC	74.7	87.5	10.3	72.3	87.9	25.5	31.2
PVCC	85.2	91.3	8.3	80.9	90.5	19.6	30.8
RCC	70.1	80.6	9.7	79.2	91.8	12.8	28.1
SVCC	84.1	88.8	20.7	66.3	90.7	11.0	47.5
SWCC	78.2	82.3	27.5	59.0	87.5	28.1	65.6
TNCC	79.8	90.0	12.0	58.1	94.6	18.1	28.1
TCC	79.4	91.3	6.7	64.3	87.5	18.2	31.7
VHCC	78.5	86.8	18.9	64.3	91.0	15.4	35.0
VWCC	81.0	89.7	16.6	76.0	91.0	26.1	33.0
WCC	91.4	90.2	49.5	68.3	93.4	12.2	10.3
VCCS	81.0	89.2	17.3	68.8	90.4	19.6	30.8
Target	70.18	83.10	18.10	74.79	89.73	18.95	22.60